Invite, Invest, Unleash

Cultivating Teacher Leadership Teams

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@mcesaaz

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- **Invite**
  - PW be able to analyze attributes of teacher leaders to determine who is best suited for teacher leadership and why.
- **Invest**
  - PW identify strategies and structures to implement teacher leader teams.
- **Unleash**
  - PW determine what needs ongoing monitoring and how that data will be captured and shared.

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How effective are Collaborative Teams on your campus?

- Read the question on the chart.
- Place a sticky note along the continuum.

Ineffective…………..Highly Effective

Spend a Buck!

Invite……..Invest……..Unleash

- You have 100 cents to spend.
- Determine how you will spend your money based on where you want to focus your attention.
- Write the amount on your placemat.

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INVITE

please join us

You are invited...

WHY?

"Principals, no matter how heroic, cannot do it all alone" *New Leaders 2015*

97% teachers list school leadership as essential for retention

50% leave do so because of lack of advancement

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How to Invite

- Informal observations

- Formal: Results of fair, accurate and reliable evaluation systems

- Foster roles; create tailored positions to meet needs

- Recruit and screen for Competencies & Results

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Look-Fors in Teacher Leaders

- Content expertise

- Excellent pedagogy

- Proven record of getting results

- Accepted by peers as a resource

- Knows how to use data to inform instruction

- Strong interpersonal skills

- Propensity for innovation

- Deep commitment for success of ALL teachers and ALL students

- May or may not have adult leadership experience

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Learning as our Fundamental Purpose

Rick & Becky DuFour

"the fundamental purpose of school is learning, not teaching."

- Build Culture through Highly Performing Teams
- Focus on RESULTS
- Knowledge of Standards-what do they need to know and be able to do?
- Team developed CFAs
- Structures for intervention/enrichment in regular day
- Data based mandatory interventions
- CTs meet regularly during contracted time
- CTs work interdependently-Focus on SMART goals
& strategies

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Dr Anthony Muhammed

Believers

Tweeners

Fundamentalists

Survivors

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Believers

- Intrinsically motivated
- Flexibile with students (academically and behaviorally)
- Mission driven or connected to school/community
- Willing to confront negative talk and attitudes towards children
- Varied levels of pedagogical skill

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Tweeners

- Loosely coupled with school mission

- Are enthusiastic but hold an idealistic view of the school

- Stay out of school and district politics

- Follow instructions as given by administration (considered "good" teachers)

One extreme experience (the moment of truth)

can swing them to be a believer or fundamentalist

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Fundamentalists

- They believe
  - not all children can learn
  - that school reform is a waste of time
  - in autonomy and academic freedom
  - that gaps in learning are solely due to outside forces (students, parents, administration)
- Have varied levels of pedagogical skill
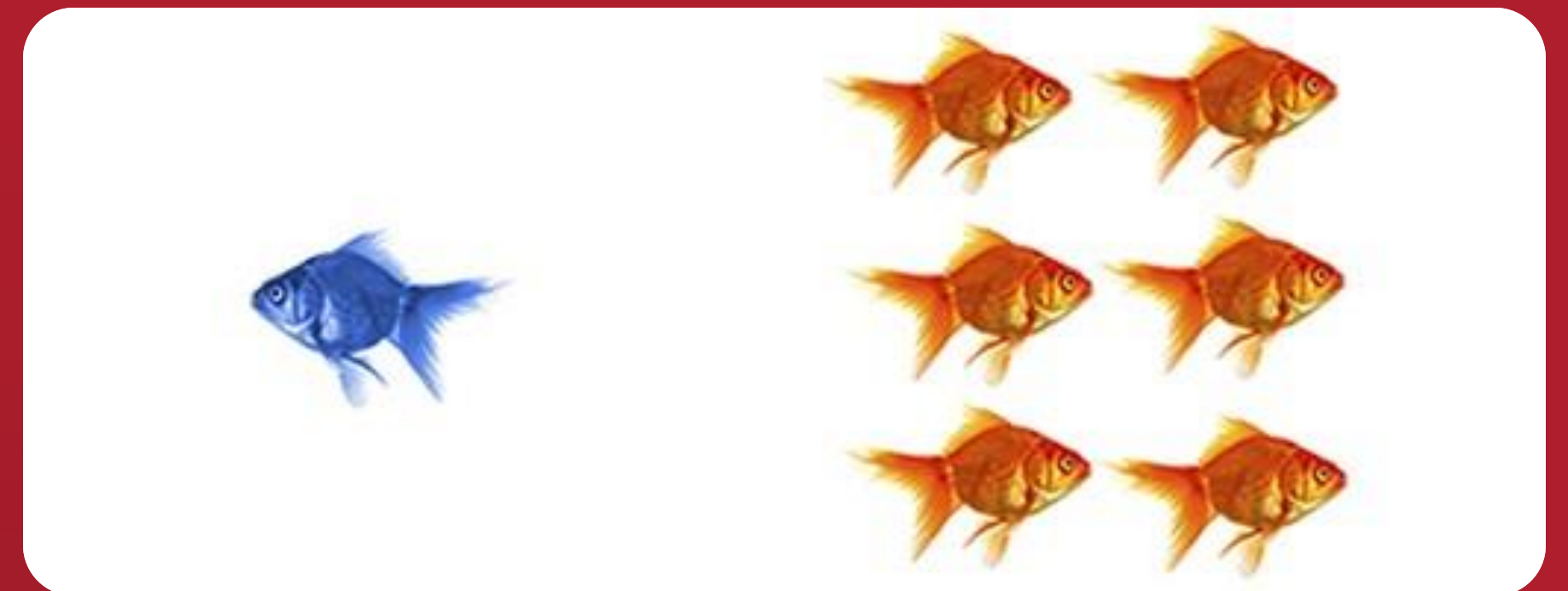- Organize to resist threats to status quo

HIS FAULT

HER FAULT

THEIR FAULT

NOT ME

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Survivors

- Overwhelming nature of the job/life has caused clinical depression (burnout)
- No political or organizational aspirations
- Little to professional practice is evident
- All members of the organization agree that they do not belong in the profession
- Removal and treatment is the only remedy

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The Real Difference

Believers

- Focus on problem solving

- Pragmatic discussions stay within the locus of control

Fundamentalists

- Focus on personal affect of the problem and constant, emotionally charged description of the problem

- Emotional discussions lie outside of the locus of control

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The Real Difference

Believers

Fundamentalists

- Goal: Success for every student

- Accepts that change is necessary to improve student performance

- Student interest is more important than personal interest
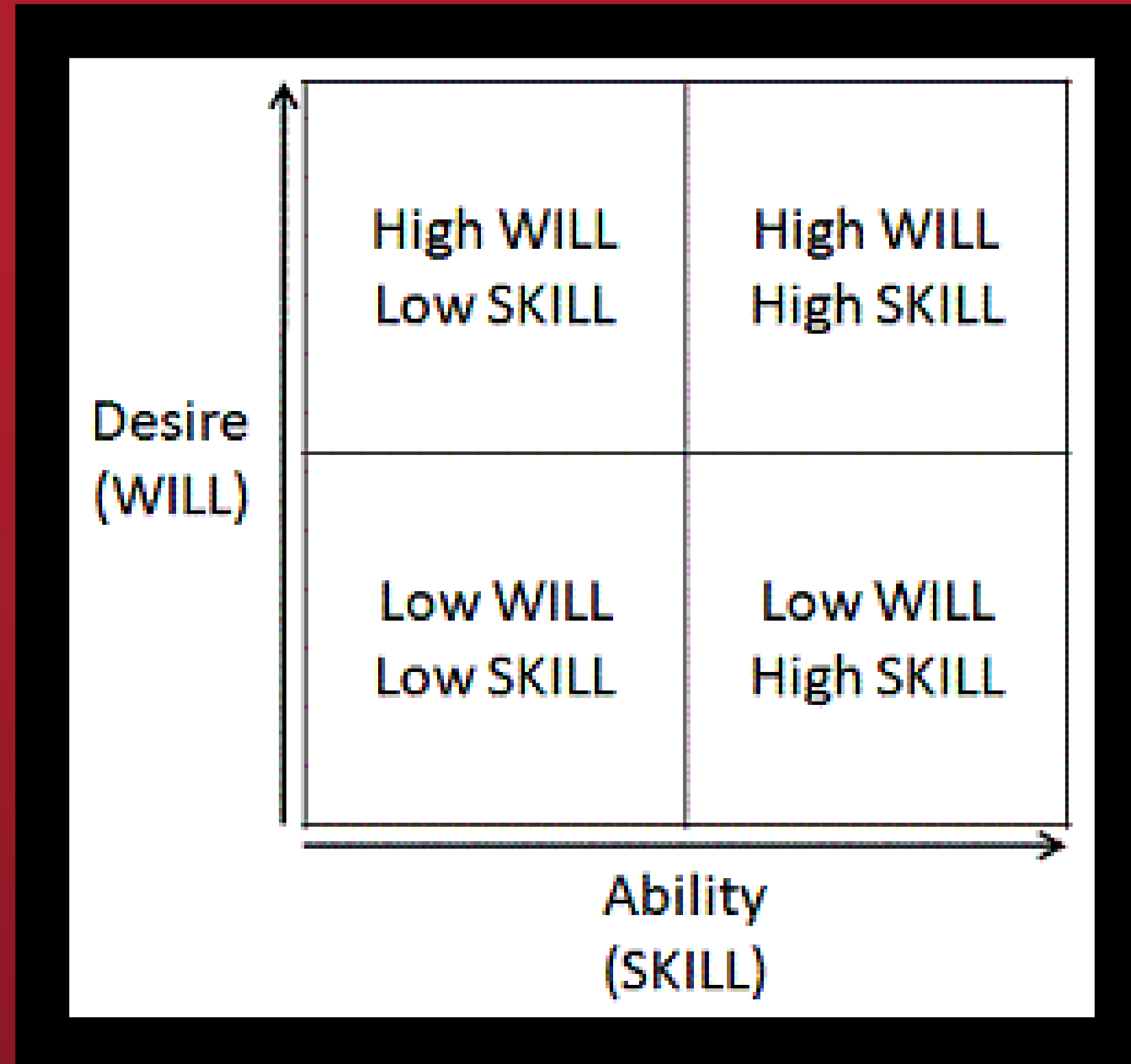
  (public servant)

- Goal: Maintain Status Quo

- Rejects any substantive change if it clashes with personal agenda

- Self-interest is more important than student interest (self servant)

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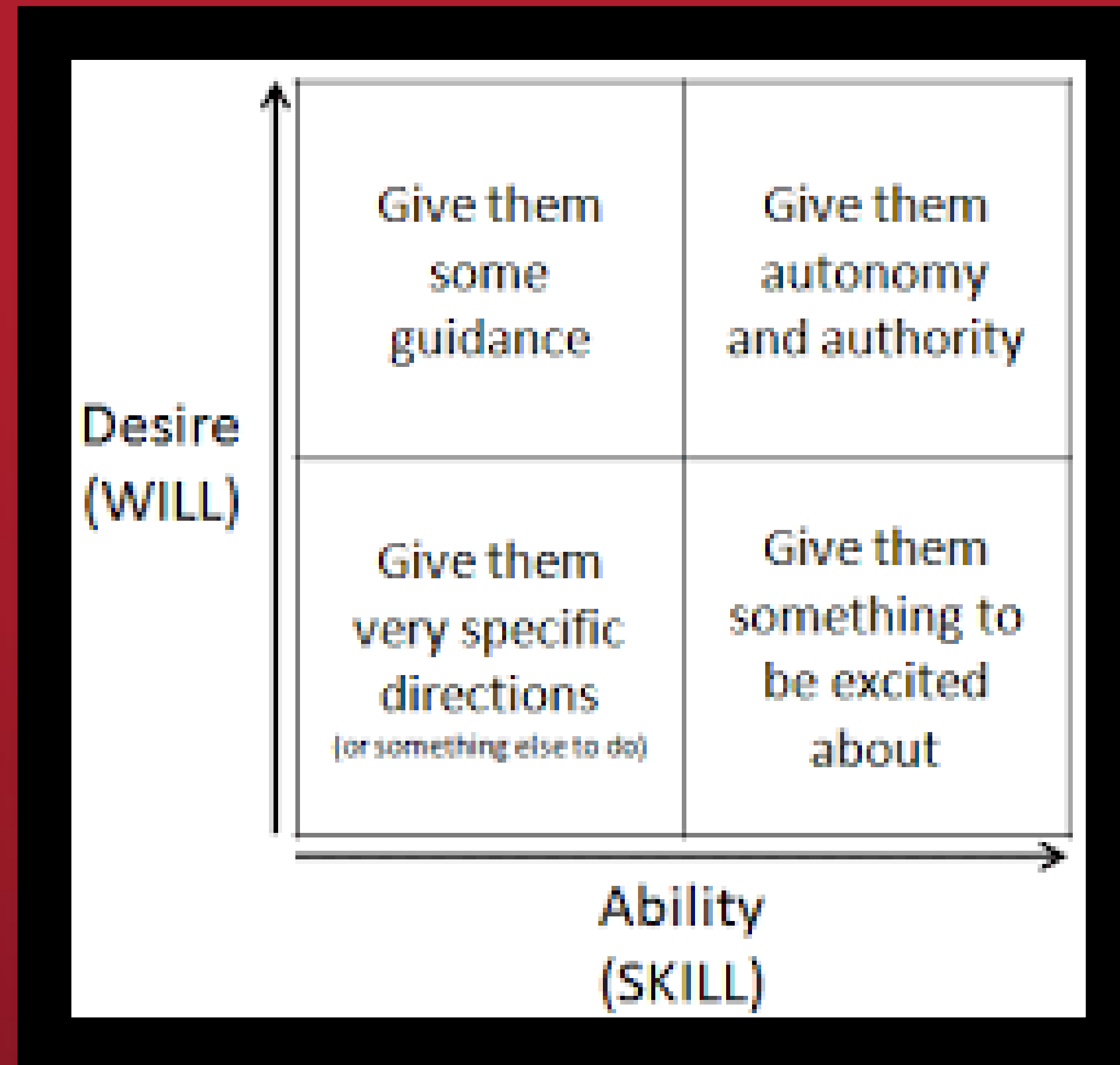Maricopa County Education Service Agency

High Will & High Skill

High Will & High Skill

Inking your Thinking

–Who are your teacher leaders?

–What types of teams will you form around your leaders?

–How have you ensured you've paid attention to factors which will impact success?
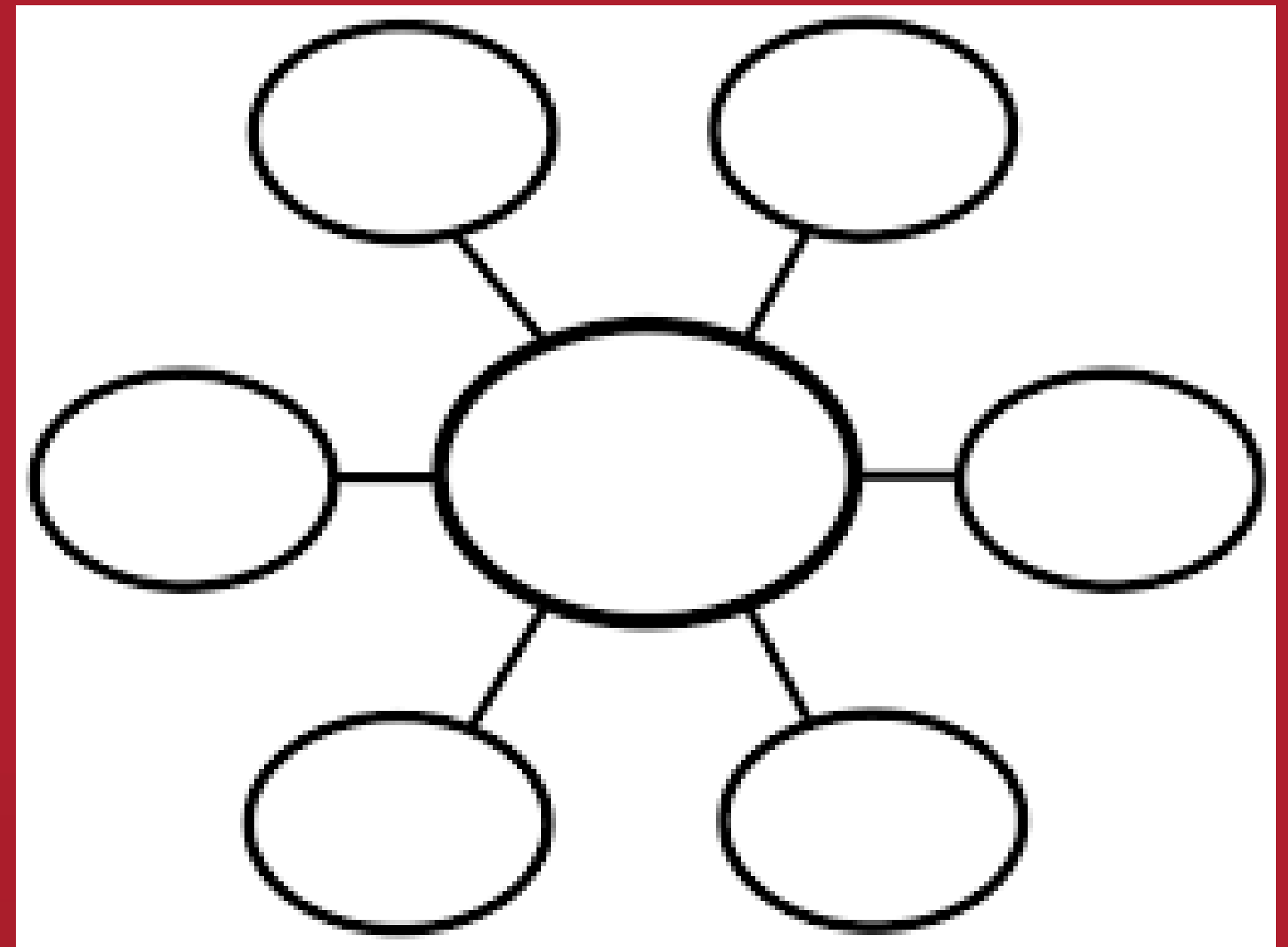
Find someone who…

- What are you celebrating?

- What are your challenges?

- What's your confidence level in your ability to invest in this team you've created?

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INVEST

Investing in Teams

Time to cultivate Leadership Team.

Time for Teacher Leaders to cultivate their teams.

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Example Timeline for Team Products

By the end of the:

- 2nd week- Team Norms

- 4th week- Team SMART goals

- 6th week- Common Essential Questions

- 8th week- First Common Assessment

- 10th week- Analysis of Student Performance

  on CFA

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7 Norms of Collaboration

vs

Working Agreements

7 Norms of Collaboration

1. Pausing

2. Paraphrasing

3. Posing questions

4. Putting ideas on the table

5. Providing data

6. Paying attention to self and others

7. Presuming positive intentions

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Significance of Team Working Agreements

- At the heart of team interaction lies a commitment building process. The team establishes a social contract among its members that relates to their purpose, and guides and obligates how they must work together. At its core, team accountability is about the promises we make to ourselves and others, promises that underpin two critical aspects of teams: Commitment and trust.

- *Katzenbach & Smith, The Wisdom of Teams*

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Importance of Short-term SMART goals

Group Facilitation

Element	4	3	2	1	0
	Descriptors				
Group Facilitation	Uses agenda with clearly stated prioritized objectives; **harnesses the expertise of participants to monitor progress, advance shared goals, and develop quality products; and participants share in the use of facilitation strategies** (*maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas*). (O)	Uses agenda with clearly stated **prioritized** objectives, makes efficient use of time, makes progress on **priority** action items, and uses **nearly all** of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O)	Uses agenda with clearly stated objectives, **makes efficient use of time;** makes progress on majority of action items, and uses a few of the **following facilitation strategies:** maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O)	Clearly states objectives to provide focus, adheres to agenda, and uses one of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas. (O)	
	Participants reinforce the norms and direct processes to be used in the meeting to match meeting's purpose (*dialogue, reflection, shared decision making, planning or problem solving*). (O)	**Reinforces shared accountability** for norms and directs processes and resources to be used in the meeting to match meeting's purpose (*dialogue, reflection, shared decision making, planning or problem solving*). (O)	**Directs the norms, processes, and resources to be used in the meeting to match meeting's purpose** (*dialogue, reflection, shared decision-making, planning or problem solving*). (O)	States the norms or protocols and garners support from group, and uses communication strategies for specific audience. (O)	
	Checks for understanding with meeting participants to ensure clear expectations for next steps, responsible persons, due date, and manner of follow-up. (O)	Ensures clear identification of next steps, **responsible persons, and when task should be completed.** (O)	**Ensures all next steps are clearly identified.** (O)	Identifies next steps (*sticks to the agenda, establishes time limits, maintains focus*). (O)	

Observation Setting

Instructional Delivery | Collaborative Team Meeting | Instructional Conference | Leadership Team

Say Something

- I noticed that …

- I'm wondering about …

- This makes me think…

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Group Facilitation

- Think about the leaders on your political map.

- Use the rubric to assign a score to each leader.

- How would you score yourself?

UNLEASH

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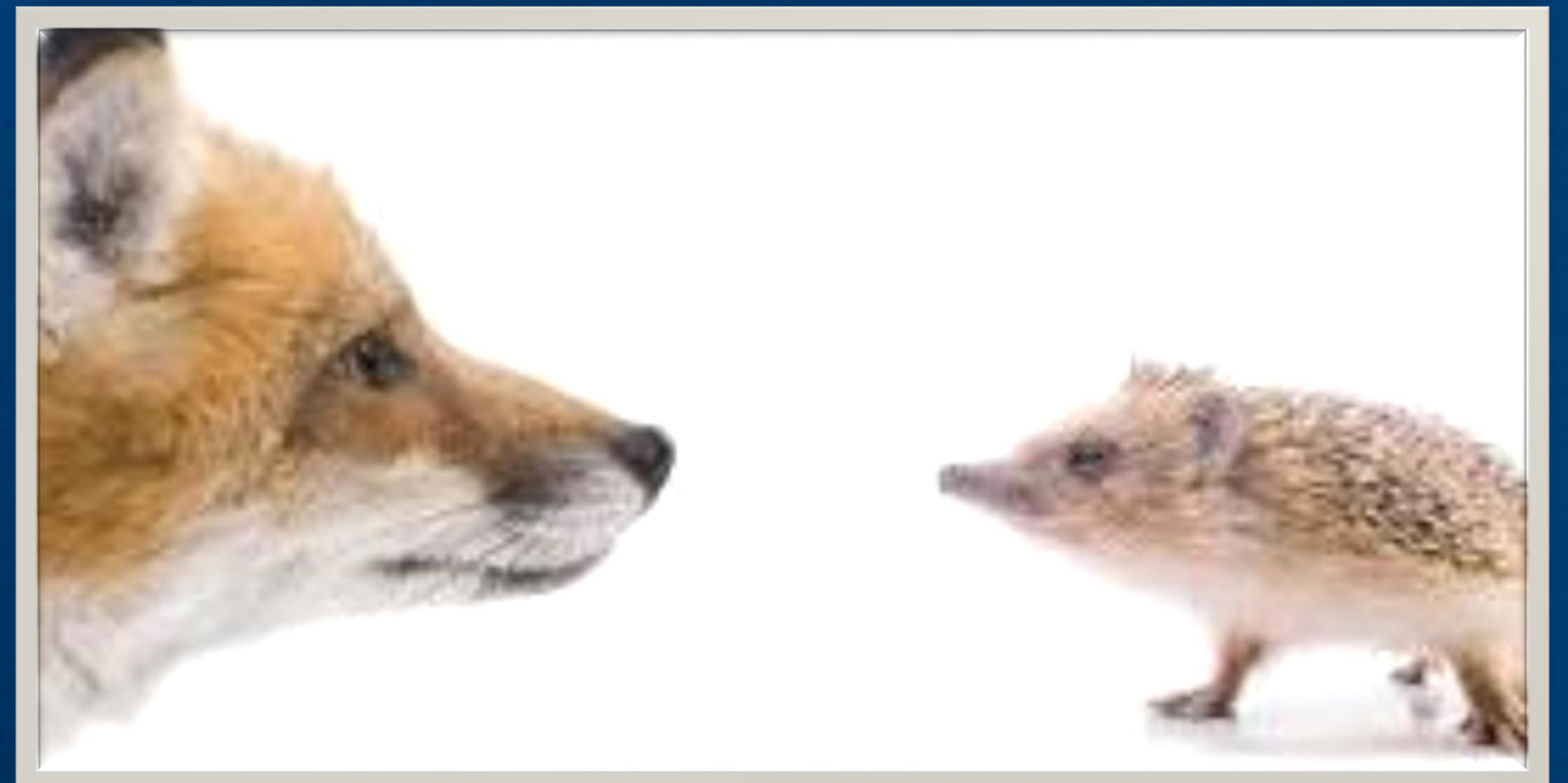Maricopa County Education Service Agency

Hedgehog vs. Fox

- Hedgehog
  - Keeps looking at goal
  - Does not get distracted
  - Decision making with values and vision and focus
  - Keeps eyes, ears, head and heart focused on what's not easy, but what's most important

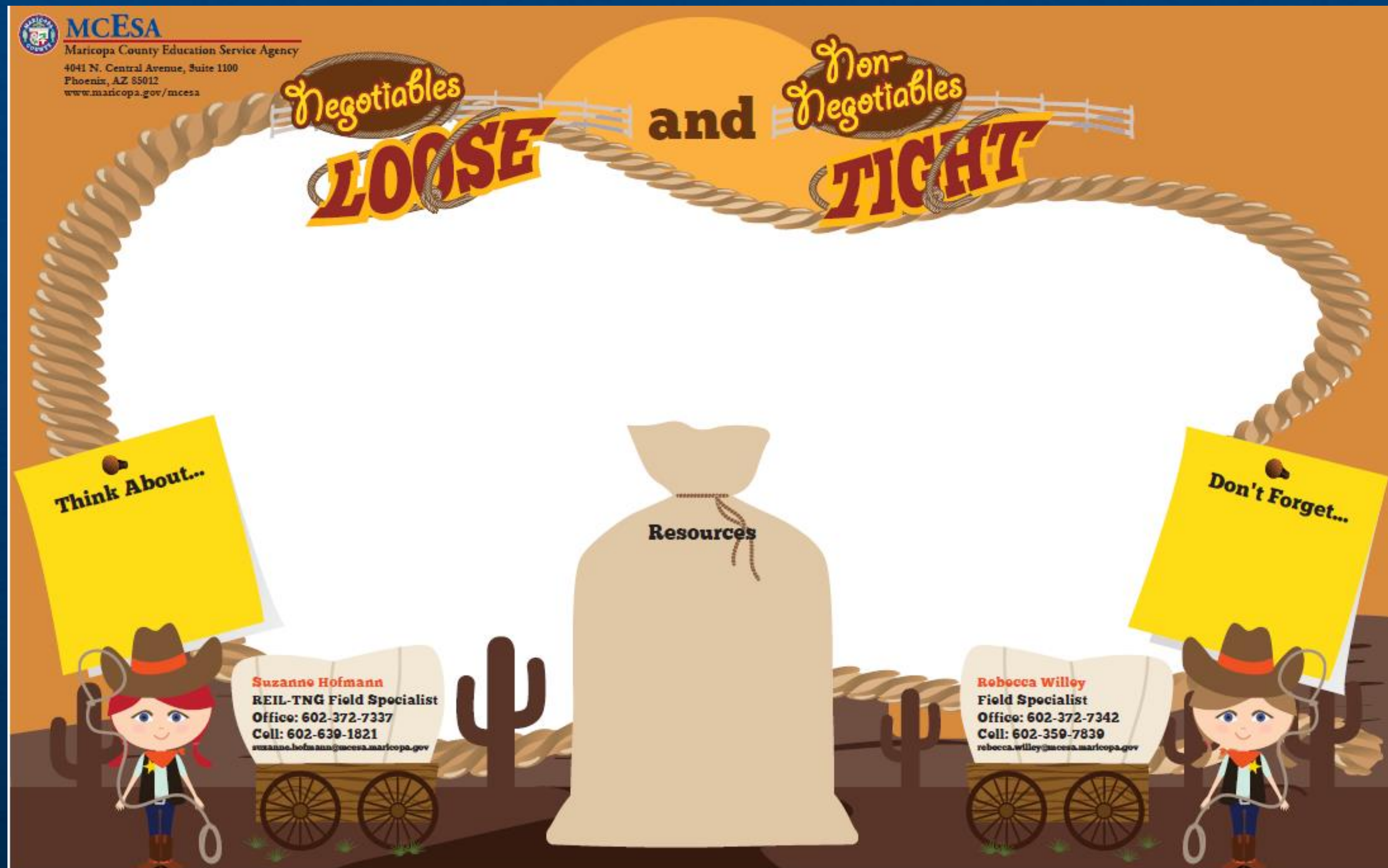- Fox
  - Jumps from one thing to another

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Where are you loose and tight?

Simultaneous Loose and Tight Leadership

- "One of the most essential responsibilities of leadership is clarity…"

Tight…
*priorities &
parameters
*collaboration
*CFA
*extra time &
support

Loose…
*implementation
*tools/protocols
*how things get
accomplished

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Remember…

- Leaders have an obligation to create structures that make collaboration meaningful rather than artificial.

- Guarantee time for collaboration during the day

- Establish clear priorities and parameters so teachers focus on the right topics

- Help teams make informed decisions by making essential knowledge base easily accessible to them

- Provide meaningful and timely training

- Specify clear expectations and standards to help them assess the quality of their work.

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Keep Remembering…

Persistence

Patience

Celebrations

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Unleash

How is your Leadership Team doing?

				Accurately analyzes student learning data and in-depth patterns of teacher progress, relevant teacher conceptions/ misconceptions, and anecdotal information about teacher. (O) (D – Coaching Plans, Coaching Data Records)	Analyzes student learning data and patterns of teacher progress, teacher conceptions, and teacher misconceptions. (O) (D – Coaching Plans, Coaching Data Records)	Collects and analyzes teacher progress monitoring evidence of instructional effectiveness. (O) (D – Coaching Plans, Coaching Data Records)	Maintains records of teacher progress and articulates the progress and potential obstacles of individual teachers. (O) (D – Coaching Plans, Coaching Data Records)
Adjusting Support							
Observation Setting				Accurately identifies high priority next areas for refinements in content, rigor, and/or pedagogical shifts for differentiated teacher groups and targeted student groups. (O) (D – Coaching Plan Coaching Data Records s,)	Accurately identifies high priority next areas for refinements in content, rigor, and/or pedagogical shifts for differentiated groups. (O) (D – Coaching Plans, Coaching Data Records,)	Identifies needs for refinements in content, rigor, and/or pedagogical shifts for differentiated groups. (O) (D – Coaching Plans, Coaching Data Records)	Identifies refinements in pedagogical shifts for at least one teacher group. (D – Coaching Plans, Coaching Data Records)
Instructional Delivery	Collaborative Team Meeting	Instructional Conference	Leadership Team	Interprets the impact of the type of coaching support and the strategy for delivery (*i.e. frequency, duration, and level of scaffolding*) on the progress of differentiated groups or individual teachers and makes adjustments to the type of coaching support and strategies for delivery (*i.e. frequency, duration, level of scaffolding*) to remove obstacles and improve student achievement. (O) (D – Coaching Plans, Coaching Data Records)	Interprets the impact of coaching strategies on the progress of differentiated groups or assigned individual teachers and makes adjustments to future coaching to remove obstacles and improve student achievement. (O) (D – Coaching Plans, Coaching Data Records)	Identifies relationship between professional development efforts and impact on student learning to adjust coaching support for coaching groups. (*i.e. planning, content or pedagogy training, application/practice in collaborative teams, observation, coaching, checking for understanding*). (O) (D – Coaching Plans, Coaching Data Records)	Identifies areas of professional development support that need adjustment. (O) (D – Coaching Plans, Coaching Data Records)

Spend a Buck!

- 3 corners (INVITE-INVEST-UNLEASH)

- Go stand in the corner where you spent the most money.

- Stand next to a partner and look up front.

Based on today's learning…

- What are 3 things you will commit to?

- What resonated most with you?

- What will stop doing? What will you start doing?

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